



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9970 W. Beardsley Road, Peoria, AZ 85382

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. David Svorinic
 Schedule : 08:00 AM to 04:30 PM
 Grades : K-8
 Web Address : parkridge.peoriaud.k12.az.us
 Phone Number : (623) 412-5400
 Fax Number : (623) 412-5407
 E-mail : dsvorinic@peoriaud.k12.az.us

Mission

In partnership with parents and community, our vision is to set the standard for social and academic excellence in a program where student success is at the heart of our commitment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	N/A

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The Parkridge staff and administration will focus on increasing student performance in reading, writing and math as measured by the TerraNova, AIMS Dual-Purpose and district assessments.
- ü The Parkridge staff will develop a Technology Integration Plan at all grade levels to enhance our Technology Based Education program, as well as a school-wide safety plan to ensure student and staff safety.
- ü The Parkridge staff will continue to implement the Accelerated Reader Program campus wide.
- ü The Parkridge staff and administration will continue to assess 2005-2006 test results and the implications of such results for future teaching.

Enrollment

October 1, 2005 School Year Student Enrollment : 1047
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 96

Instructional Programs

- Ü Technology Based Education
- Ü Project Ideal - Gifted Program
- Ü Extended Day Kindergarten
- Ü On-site Special Education Resource Class
- Ü English Acquisition Program
- Ü Accelerated Reading Program
- Ü Tutoring
- Ü Literacy Program (PAL)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is the responsibility of all Peoria Unified School District employees to provide students with a safe, positive learning environment which values a high degree of parental involvement and participation. Parkridge embraces the district's vision of 'Every student, every day, prepared to meet tomorrow.'

Parents

It is the responsibility of the parents to make sure that their child is in attendance at school and to become an integral part of the educational team fostering academic success which in turn will result in producing productive citizens.

Transportation Policy

Transportation is available for the following: those living more than 1 mile from school, those living within a mile but their path is deemed unsafe, and special needs students requiring transportation. All students and staff are trained in bus safety.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2757	80010	97	97	99	464	455	447	3	6	10	5	15	18	67	59	53	24	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1317	38935	96	97	99	461	454	447	2	5	9	7	15	19	70	59	55	20	20	17
Male	54	1437	40974	98	96	98	466	456	448	4	7	11	4	14	18	65	58	52	28	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	14	752	34545	93	95	99	441	439	432	14	10	14	7	22	24	71	58	53	7	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	80	1714	35142	99	97	99	469	463	465	1	4	5	5	11	11	65	59	56	29	25	28
Students with Disabilities	16	447	10161	89	84	93	445	433	419	13	19	28	6	24	28	63	44	36	19	12	8
Students without Disabilities	82	2310	69849	99	100	100	467	459	451	1	4	7	5	13	17	68	62	56	26	22	19
Limited English Proficient Students	--	144	14013	--	93	97	--	410	413	--	21	24	--	43	34	--	34	39	--	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	NC	838	39029	NC	95	98	NC	439	432	NC	11	14	NC	22	25	NC	56	52	NC	11	9
Non-Economically Disadvantaged	91	1919	40981	98	98	100	466	462	462	1	4	6	5	11	13	68	60	54	25	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2732	79438	97	96	98	480	465	451	2	4	9	7	19	24	70	62	56	20	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1311	38775	96	97	99	487	470	457	2	3	7	2	17	22	70	62	58	25	18	13
Male	54	1418	40560	98	95	97	475	460	446	2	6	12	11	21	25	70	62	54	17	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	14	743	34297	93	94	98	458	448	434	7	7	14	21	27	31	57	59	50	14	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	80	1700	34887	99	97	98	484	473	471	1	3	4	5	16	15	73	64	63	21	18	18
Students with Disabilities	16	422	9588	89	80	88	447	441	416	6	14	30	19	32	32	56	46	34	19	8	5
Students without Disabilities	82	2310	69850	99	100	100	486	469	456	1	3	7	5	17	23	73	65	59	21	15	12
Limited English Proficient Students	--	139	13856	--	90	96	--	412	407	--	21	27	--	50	43	--	29	29	--	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	818	38685	NC	92	97	NC	447	435	NC	8	14	NC	30	32	NC	56	50	NC	7	5
Non-Economically Disadvantaged	91	1914	40753	98	97	99	483	472	467	1	3	5	5	15	16	73	65	62	21	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2759	79971	98	97	99	454	437	423	1	5	8	24	33	41	72	60	49	3	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1318	38974	98	97	99	470	451	437	NA	3	5	7	23	33	91	69	57	2	5	4
Male	54	1439	40895	98	96	98	440	424	410	2	6	10	39	41	47	56	51	41	4	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	14	752	34481	93	95	99	448	428	410	NA	6	10	29	38	46	71	54	43	NA	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	80	1714	35150	99	97	99	455	441	437	1	4	5	24	30	35	71	62	56	4	4	5
Students with Disabilities	16	455	10258	89	86	94	427	403	377	6	14	23	31	47	51	56	37	25	6	2	1
Students without Disabilities	83	2304	69713	100	99	100	458	443	429	NA	3	5	23	30	39	75	64	52	2	4	3
Limited English Proficient Students	NC	145	13985	NC	94	97	NC	395	382	NC	10	18	NC	59	54	NC	31	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	NC	838	38994	NC	95	98	NC	424	409	NC	6	10	NC	40	47	NC	52	41	NC	2	1
Non-Economically Disadvantaged	92	1921	40977	99	98	100	456	443	437	1	4	5	23	29	34	73	63	56	3	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2799	80147	93	97	99	501	490	482	4	7	11	8	14	17	53	53	49	35	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1350	39281	100	98	99	506	491	483	2	6	9	7	14	17	49	54	50	42	26	24
Male	58	1447	40780	88	96	98	497	489	482	5	7	12	9	14	17	57	52	48	29	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	18	657	33494	95	96	99	487	473	466	11	10	15	11	20	23	61	55	49	17	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	NC	38	4117	NC	95	96	NC	478	456	NC	13	19	NC	13	27	NC	55	46	NC	18	8
White	87	1856	36122	93	97	99	504	497	501	2	5	5	7	12	10	53	52	50	38	31	35
Students with Disabilities	19	350	10295	70	80	92	470	454	443	16	26	33	26	24	26	47	40	33	11	10	8
Students without Disabilities	94	2449	69852	100	100	100	507	495	488	1	4	7	4	13	16	54	55	51	40	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	--	11	622	--	100	97	--	439	454	--	27	19	--	45	30	--	27	43	--	NA	8
Economically Disadvantaged	12	760	38371	92	93	97	479	474	465	17	10	15	17	21	23	42	54	49	25	15	13
Non-Economically Disadvantaged	101	2039	41776	94	98	100	504	496	498	2	5	6	7	12	11	54	52	49	37	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2782	79686	93	96	98	495	483	470	2	5	11	12	18	24	75	67	57	12	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1348	39163	98	98	99	500	489	475	NA	3	9	7	15	22	80	69	60	13	13	10
Male	58	1432	40438	88	95	97	490	478	465	3	7	13	16	20	25	71	65	54	10	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	18	650	33299	95	95	98	481	468	452	NA	9	17	22	26	32	72	60	47	6	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	NC	38	4087	NC	95	96	NC	473	446	NC	5	16	NC	26	38	NC	61	44	NC	8	2
White	86	1846	35914	91	97	98	497	489	489	2	3	5	9	15	15	77	70	67	12	12	14
Students with Disabilities	18	332	9808	67	76	87	475	451	432	11	21	35	28	32	32	56	42	30	6	5	3
Students without Disabilities	94	2450	69878	100	100	100	498	487	475	NA	3	8	9	16	23	79	70	61	13	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	--	10	611	--	91	95	--	NA	439	--	NA	22	--	NA	39	--	NA	37	--	NA	2
Economically Disadvantaged	12	748	38095	92	92	97	475	468	452	NA	8	17	33	26	32	67	61	48	NA	5	3
Non-Economically Disadvantaged	100	2034	41591	93	98	99	497	488	486	2	4	6	9	15	16	76	69	65	13	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2808	80372	93	97	99	488	484	475	1	2	4	26	24	30	73	71	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1356	39452	98	98	99	499	497	488	NA	1	3	15	15	22	85	80	72	NA	4	3
Male	58	1450	40836	88	96	98	477	472	464	2	3	6	36	33	37	62	62	56	NA	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	18	665	33608	95	97	99	487	473	462	NA	4	6	28	29	36	72	66	57	NA	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	NC	38	4128	NC	95	97	NC	481	464	NC	NA	4	NC	32	39	NC	68	56	NC	NA	1
White	86	1857	36213	91	97	99	489	489	489	1	2	2	24	23	22	74	73	72	NA	2	3
Students with Disabilities	18	361	10526	67	82	94	480	445	427	NA	9	15	44	51	53	56	39	31	NA	1	1
Students without Disabilities	94	2447	69846	100	100	100	489	489	482	1	1	3	22	21	26	77	76	69	NA	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	--	11	621	--	100	97	--	456	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	12	772	38521	92	95	98	470	471	461	NA	4	6	42	31	38	58	64	55	NA	1	1
Non-Economically Disadvantaged	100	2036	41851	93	98	100	490	489	489	1	2	3	24	22	22	75	74	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2833	79306	92	97	99	516	515	504	5	8	13	15	16	20	62	54	49	18	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1390	38845	92	98	99	516	515	505	2	6	11	22	17	20	56	55	50	20	22	18
Male	55	1439	40383	92	96	98	515	515	504	9	9	14	7	15	19	69	53	47	15	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	17	685	32673	85	96	99	507	497	487	6	14	18	18	21	25	65	52	46	12	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	--	33	4034	--	94	97	--	496	479	--	15	22	--	27	29	--	45	43	--	12	7
White	93	1849	36234	93	97	99	517	522	523	4	5	6	14	12	13	65	56	52	17	26	28
Students with Disabilities	16	368	10286	64	80	91	497	479	462	19	29	41	19	25	27	50	36	27	13	10	5
Students without Disabilities	98	2465	69020	99	100	100	518	520	510	3	4	9	14	14	18	64	57	52	18	24	21
Limited English Proficient Students	--	96	10291	--	91	96	--	450	458	--	47	38	--	29	34	--	23	26	--	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	13	752	37437	81	94	97	484	493	486	15	15	19	38	24	26	46	48	46	NA	12	9
Non-Economically Disadvantaged	101	2081	41869	94	98	100	519	523	521	4	5	7	12	13	14	64	56	51	20	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2813	79000	92	96	98	512	499	489	1	5	10	12	18	24	73	67	58	14	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1384	38774	92	97	99	514	503	494	NA	3	7	10	17	22	76	68	61	14	11	10
Male	55	1425	40150	92	95	98	511	496	485	2	7	12	15	20	25	69	65	55	15	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	17	677	32508	85	95	98	507	483	472	6	9	15	18	27	33	59	58	49	18	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	--	32	4016	--	91	96	--	487	467	--	3	14	--	31	37	--	56	46	--	9	2
White	93	1840	36135	93	97	98	513	506	508	NA	4	4	11	14	14	76	70	67	13	12	15
Students with Disabilities	16	348	9991	64	75	88	485	468	449	6	19	33	31	32	36	56	46	29	6	3	2
Students without Disabilities	98	2465	69009	99	100	100	516	503	495	NA	3	6	9	17	22	76	70	62	15	11	10
Limited English Proficient Students	--	90	10199	--	86	95	--	437	439	--	39	35	--	41	47	--	20	18	--	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	13	742	37234	81	93	97	495	480	472	8	9	15	23	29	33	62	58	50	8	4	3
Non-Economically Disadvantaged	101	2071	41766	94	98	99	514	506	505	NA	4	5	11	15	16	74	70	65	15	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2841	79611	92	97	99	529	503	496	4	5	7	15	33	37	82	61	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1393	39016	92	98	99	540	517	511	NA	3	4	10	23	29	90	72	66	NA	1	1
Male	55	1444	40519	92	96	98	518	490	482	7	7	10	20	43	44	73	50	46	NA	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	17	692	32855	85	97	99	514	487	481	6	8	10	12	41	43	82	51	47	NA	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	--	33	3992	--	94	96	--	491	478	--	9	10	--	36	46	--	52	44	--	3	0
White	93	1851	36380	93	97	99	533	510	511	2	4	4	15	30	30	83	65	65	NA	1	1
Students with Disabilities	15	378	10664	60	82	94	472	456	440	27	17	23	13	52	54	60	30	22	NA	1	1
Students without Disabilities	99	2463	68947	100	100	100	536	510	504	NA	3	4	15	30	34	85	66	61	NA	1	1
Limited English Proficient Students	--	101	10362	--	96	97	--	429	438	--	23	22	--	64	57	--	13	21	--	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	13	761	37626	81	95	98	482	483	479	23	9	10	23	43	45	54	48	45	NA	0	0
Non-Economically Disadvantaged	101	2080	41985	94	98	100	535	511	511	1	3	4	14	30	30	85	66	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2877	79327	91	96	98	571	538	518	3	10	19	7	14	20	50	51	46	41	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1415	38961	93	97	98	571	538	520	2	9	16	6	14	20	55	53	48	37	24	16
Male	56	1461	40295	90	96	97	572	538	516	4	10	21	7	14	19	45	48	44	45	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	12	659	32327	86	96	98	537	518	499	8	17	27	8	18	25	67	50	41	17	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	528	489	NC	8	32	NC	19	27	NC	57	36	NC	16	4
White	85	1933	36373	92	97	98	575	546	538	2	7	10	7	13	14	46	51	52	45	29	25
Students with Disabilities	12	339	9321	57	78	87	498	486	467	17	36	54	25	25	22	50	31	21	8	8	3
Students without Disabilities	95	2538	70006	99	99	100	575	544	524	1	6	14	4	13	19	49	53	49	45	28	18
Limited English Proficient Students	--	94	9431	--	89	95	--	470	466	--	51	53	--	23	27	--	24	18	--	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	13	752	37097	76	93	97	565	515	498	8	18	27	8	19	25	38	49	41	46	14	7
Non-Economically Disadvantaged	94	2125	42230	94	97	99	572	546	535	2	7	11	6	13	15	51	51	50	40	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2872	79501	91	96	98	531	509	497	NA	5	10	15	20	25	73	69	60	12	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1413	39062	93	97	99	541	514	502	NA	4	8	12	18	23	69	72	64	20	6	5
Male	55	1458	40368	89	96	98	522	505	491	NA	6	13	18	23	27	76	67	57	5	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	12	658	32389	86	96	98	507	493	478	NA	10	16	17	28	34	83	61	48	NA	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	98	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	NC	37	4401	NC	100	96	NC	494	473	NC	11	17	NC	19	40	NC	70	43	NC	NA	1
White	84	1929	36446	91	96	99	533	516	516	NA	3	4	17	18	15	70	72	73	13	7	7
Students with Disabilities	11	334	9411	52	77	88	469	469	453	NA	19	36	45	40	36	55	40	26	NA	1	1
Students without Disabilities	95	2538	70090	99	99	100	534	514	502	NA	3	7	12	18	24	75	73	65	14	6	5
Limited English Proficient Students	--	90	9401	--	85	94	--	448	443	--	36	40	--	48	46	--	17	14	--	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	13	754	37183	76	94	97	508	491	479	NA	10	16	38	31	34	62	57	49	NA	3	1
Non-Economically Disadvantaged	93	2118	42318	93	97	99	533	516	513	NA	3	5	12	17	17	74	74	70	14	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2901	80000	91	97	99	609	577	564	NA	2	3	4	6	11	65	78	75	31	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1431	39288	93	98	99	621	592	579	NA	1	2	NA	2	6	57	77	77	43	20	16
Male	55	1469	40644	89	96	98	598	563	549	NA	2	4	7	9	15	73	80	74	20	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	12	665	32672	86	97	99	562	566	548	NA	2	4	NA	8	14	100	83	76	NA	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	578	549	NC	NA	3	NC	5	14	NC	84	77	NC	11	5
White	84	1946	36602	91	97	99	613	582	579	NA	2	2	5	5	7	63	77	75	32	16	16
Students with Disabilities	11	357	9919	52	82	93	522	526	505	NA	5	9	36	27	35	64	65	54	NA	3	2
Students without Disabilities	95	2544	70081	99	100	100	613	584	571	NA	1	2	NA	3	7	65	80	79	35	15	12
Limited English Proficient Students	--	96	9571	--	91	96	--	518	502	--	5	10	--	31	29	--	64	60	--	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	13	769	37534	76	96	98	578	560	547	NA	3	4	8	10	15	85	80	76	8	7	5
Non-Economically Disadvantaged	93	2132	42466	93	98	100	613	584	578	NA	1	2	3	5	7	62	78	75	34	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2923	78546	92	96	97	577	561	543	4	7	15	7	12	18	63	60	52	26	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1449	38645	90	97	98	587	562	545	3	5	13	6	12	18	57	61	54	34	22	15
Male	57	1472	39792	93	95	97	571	561	542	5	8	17	7	12	17	67	59	50	21	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	13	656	31177	81	95	97	577	547	524	NA	11	22	8	17	23	69	58	48	23	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	69	1978	36450	95	97	97	578	566	563	4	5	7	7	10	12	61	61	57	28	24	23
Students with Disabilities	NC	309	8093	NC	76	82	NC	513	489	NC	29	50	NC	28	24	NC	37	23	NC	5	2
Students without Disabilities	85	2614	70453	99	100	100	579	567	549	4	4	11	6	10	17	62	63	56	28	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	NC	756	34694	NC	92	96	NC	546	524	NC	10	23	NC	17	23	NC	61	48	NC	12	7
Non-Economically Disadvantaged	83	2167	43852	95	98	99	577	567	559	5	6	10	6	10	13	61	60	56	28	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2936	79045	92	97	98	533	523	512	2	5	10	15	19	25	72	68	58	11	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1453	38860	90	98	98	545	530	519	3	3	7	3	16	22	80	72	62	14	9	8
Male	57	1481	40075	93	96	97	525	517	505	2	7	12	23	22	28	67	64	54	9	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	13	661	31314	81	95	98	532	509	493	NA	9	16	15	26	34	77	61	48	8	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	69	1984	36730	95	98	98	536	528	532	3	4	4	13	17	16	71	70	68	13	9	12
Students with Disabilities	NC	320	8552	NC	78	87	NC	479	463	NC	22	35	NC	41	40	NC	36	23	NC	2	1
Students without Disabilities	85	2616	70493	99	100	100	535	528	517	1	3	7	14	16	24	73	72	62	12	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	NC	763	34922	NC	93	96	NC	506	493	NC	8	15	NC	30	34	NC	60	48	NC	3	3
Non-Economically Disadvantaged	83	2173	44123	95	98	99	535	529	527	1	5	6	14	15	18	72	71	66	12	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2957	79657	92	98	99	589	578	566	NA	2	3	2	5	8	95	92	87	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1462	39120	90	98	99	605	589	580	NA	1	2	NA	2	4	94	95	92	6	1	2
Male	57	1493	40423	93	97	98	579	566	553	NA	3	5	4	8	12	95	88	83	2	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	13	667	31642	81	96	99	587	568	552	NA	3	5	8	7	11	85	90	84	8	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	69	1995	36929	95	98	99	591	581	579	NA	2	2	1	4	5	96	93	91	3	1	2
Students with Disabilities	NC	341	9069	NC	84	92	NC	530	508	NC	7	11	NC	26	30	NC	67	58	NC	0	1
Students without Disabilities	85	2616	70588	99	100	100	590	583	573	NA	1	2	1	2	5	95	95	91	4	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	NC	775	35341	NC	95	97	NC	567	551	NC	3	5	NC	8	12	NC	89	83	NC	1	0
Non-Economically Disadvantaged	83	2182	44316	95	99	100	590	581	578	NA	2	2	2	4	5	94	93	90	4	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	3051	78400	91	96	97	588	575	554	3	10	21	9	14	19	68	59	47	20	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1502	38686	89	97	98	586	576	554	2	9	20	13	13	20	67	61	49	19	18	12
Male	59	1547	39636	94	96	96	589	575	554	3	10	23	7	14	18	69	56	46	20	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	13	747	30732	81	95	97	589	559	534	NA	13	31	NA	21	24	77	55	40	23	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	--	33	4536	--	100	95	--	566	528	--	18	35	--	12	25	--	58	37	--	12	4
White	84	1998	37038	92	96	97	591	582	575	2	8	11	11	11	14	65	60	56	21	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	101	2818	70560	98	100	99	590	579	560	1	7	17	9	13	19	70	61	50	20	19	14
Limited English Proficient Students	--	85	8956	--	96	95	--	512	502	--	42	56	--	29	25	--	28	18	--	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	15	706	33014	88	92	95	554	556	534	7	16	31	20	20	24	73	53	40	NA	11	5
Non-Economically Disadvantaged	92	2345	45386	92	98	99	593	581	569	2	8	15	8	12	15	67	60	52	23	20	18

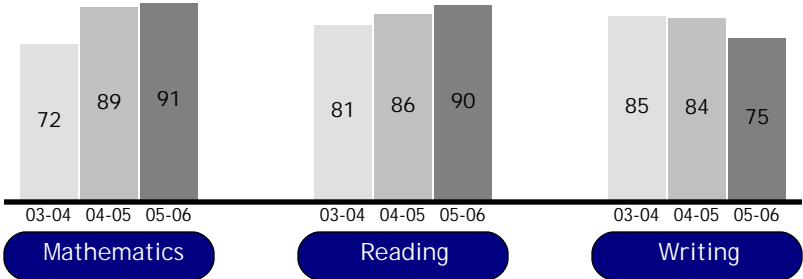
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	3080	79179	91	97	98	543	535	519	1	5	11	14	19	27	78	70	58	7	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1518	38974	89	98	99	553	542	524	NA	4	8	10	15	25	83	73	61	6	8	5
Male	59	1560	40124	94	97	97	535	528	513	2	6	13	17	23	28	73	67	54	8	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	13	757	30987	81	96	98	532	521	498	NA	7	17	15	27	36	85	64	45	NA	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	--	33	4573	--	100	96	--	530	494	--	3	16	--	21	41	--	73	42	--	3	1
White	84	2019	37467	92	97	98	547	541	539	1	4	5	14	16	17	76	72	70	8	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	101	2819	70612	98	100	99	544	539	524	1	3	7	12	17	25	80	74	62	7	7	5
Limited English Proficient Students	--	85	9013	--	96	95	--	471	461	--	27	40	--	49	48	--	24	12	--	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	15	725	33345	88	95	96	511	516	499	NA	8	17	40	29	36	60	61	46	NA	2	1
Non-Economically Disadvantaged	92	2355	45834	92	98	99	549	541	533	1	4	7	10	16	19	80	73	67	9	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	3097	79734	91	98	99	602	573	554	NA	1	3	2	11	19	97	87	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1524	39243	89	98	99	609	585	568	NA	1	2	2	7	12	96	91	85	2	1	1
Male	58	1571	40413	92	98	98	596	561	541	NA	1	4	2	16	26	98	83	70	NA	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	13	762	31254	81	97	99	597	563	539	NA	1	5	NA	16	25	100	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	--	33	4613	--	100	97	--	586	535	--	NA	4	--	9	29	--	88	67	--	3	0
White	83	2029	37668	91	98	99	602	576	569	NA	1	1	2	10	13	98	88	85	NA	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	101	2820	70791	98	100	100	603	578	561	NA	1	2	1	8	15	98	90	83	1	1	0
Limited English Proficient Students	--	85	9138	--	96	97	--	513	492	--	7	13	--	40	46	--	53	40	--	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	15	729	33718	88	95	97	583	559	538	NA	2	5	7	18	26	93	80	69	NA	1	0
Non-Economically Disadvantaged	91	2368	46016	91	99	100	605	577	567	NA	1	2	1	9	14	98	89	84	1	1	1

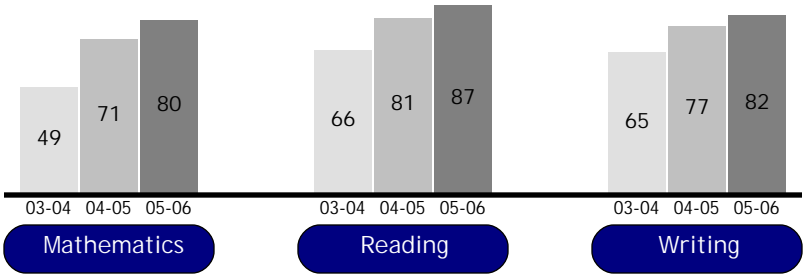
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

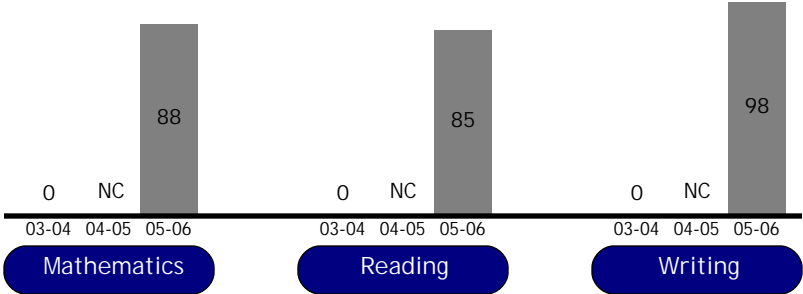
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	62	NA	58	99	64	53	47	99	68	56	46
	Language	100	59	60	50	99	68	53	47	99	73	59	48
	Mathematics	100	71	72	64	99	70	53	50	99	78	58	52
3	Reading	100	63	NA	55	100	60	52	44	96	67	56	46
	Language	100	68	70	61	100	56	50	44	96	61	54	46
	Mathematics	100	73	71	61	100	62	55	51	96	65	58	52
4	Reading	100	64	NA	56	96	59	54	48	97	59	59	52
	Language	100	59	60	52	96	58	55	49	97	67	59	52
	Mathematics	100	70	69	61	96	61	58	53	97	65	63	58
5	Reading	100	63	NA	55	92	57	56	50	93	70	63	56
	Language	100	54	56	49	92	59	56	50	94	68	61	54
	Mathematics	100	66	67	63	92	56	52	49	93	58	56	52
6	Reading	100	65	NA	56	95	63	58	51	91	73	65	56
	Language	100	61	60	48	95	61	55	47	94	65	58	50
	Mathematics	100	88	75	66	95	67	59	52	91	73	65	58
7	Reading	--	--	NA	54	95	57	59	50	91	72	63	54
	Language	--	--	67	58	95	60	62	52	94	70	67	58
	Mathematics	--	--	68	62	95	67	57	50	91	72	61	54
8	Reading	--	--	NA	55	--	--	58	51	91	70	67	58
	Language	--	--	64	52	--	--	56	50	96	61	63	56
	Mathematics	--	--	69	61	--	--	59	53	91	72	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 2 Parent(s)
 0 Community Member(s)
 2 Student(s)

Council Duties

Ü School Safety Issues
 Ü Community/Business Relations
 Ü Budget and Finances
 Ü Booster Club
 Ü Parent Communications/Relations
 Ü Student Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	7	0	0
4 to 6 years	8	2	0	0
7 to 9 years	2	0	0	0
10 or more years	6	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	434
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Junior High Technology Lab	Ü Media Center
Ü K-6 Technology Lab	Ü Multipurpose Building

Extracurricular Activities

Ü Student Council	Ü Girl's After-School Sports Program
Ü Character Counts	Ü Boy's After-School Sports Program
Ü National Junior Honor Society	Ü Strings Program
Ü Outdoor Education Program	

Social Services

Ü Breakfast and Lunch Program	Ü NJHS- Community Service Projects
Ü Clothing/Food Banks	Ü City Educational Classes
Ü Site-based Crisis Intervention	Ü Character Counts Education Program
Ü City AM/PM Childcare Program	

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	97	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school safety committee has set clear rules for student conduct. Our campus conducts regular fire drills and maintenance checks as well as crisis management drills. All staff wear ID badges and all visitors report to the office to sign in. Gates are kept closed during school hours. Our goal at parkridge is to secure an orderly environment that is conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mr. David Svorinic	(623) 412-5400
Transportation Policy	Mr. Doug King	(623) 486-6000
Community Resources	Mr. Jim Cummings	(623) 486-6000
School Nutrition Programs	Mrs. Willie Gentry	(623) 487-5183
Parent Organization	Mrs. Kathy Mihocko	(623) 412-5400
Student Health/Nurse	Mrs. Fran Hunn	(623) 412-5400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.